Program Improvement Year 3 Corrective Action

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction

In this session…

- The purpose of Corrective Action

- Specific Year 3 requirements

- Making the most of the Year 3 Program Improvement (PI) process.

- A closer look at Corrective Action options.

- A protocol for selecting the most appropriate option(s)

Purpose of Corrective Action

When a school is identified for Corrective Action, this means that:

- The school has not made adequate yearly progress (AYP) for four years.

- Increased LEA support and technical assistance to the school is needed.

- Current school improvement strategies have not been successful.

- More intensive Corrective Actions are needed to increase the likelihood that the school will make its AYP.
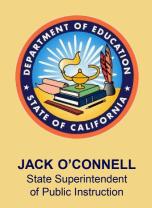
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No Child Left Behind (NCLB) Year 3 Requirements for LEAs

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- Select and implement one or more Corrective Actions.

- Provide technical assistance in revising the school's Single Plan for Student Achievement (SPSA) to incorporate the selected Corrective Action(s).

- Notify parents and public.

- Continue to provide School Choice.

- Continue to provide Supplemental Educational Services (SES).

- Set aside funds equal to 20% of LEA's Title I allocation.

NCLB Year 3 Responsibilities

- School

- County Office of Education

- California Department of Education

Recommended Steps for Selecting and Implementing Appropriate Corrective Action(s)

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- Create a District/School Liaison Team (DSLT), if not previously done.

- With the DSLT, utilize the District Assessment Survey (DAS) in analyzing local educational agency (LEA) support to the school.

- With the DSLT, complete the Year 3 Corrective Action Protocol.

- Incorporate Corrective Action(s) in the SPSA for LEA approval and ensure that the LEA Plan is in alignment with school needs.

- Amend LEA Plan and LEA Budget to reflect changes in LEA support to its schools.

- Monitor and ensure implementation of SPSA, including the incorporated Corrective Action(s).

Context for Year 3 Planning

- Corrective Actions should match each school's needs; it is not a one-size-fits-all solution.

- Consider how the LEA can better support the school's efforts to improve student achievement.

- Examine community strengths and weaknesses in supporting student achievement.

- Select Corrective Action(s) in direct response to your school's identified needs and incorporate them into the SPSA.

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Where Do You Begin?

- Review PI Years 1 and 2 school and district responsibilities; it is important to learn from the past.

- Which components of the school's SPSA were implemented and contributed to improving student achievement?

- Which components were not implemented or did not contribute to improving student achievement?

- What does the school need to do to move forward, and what data are needed to determine this?

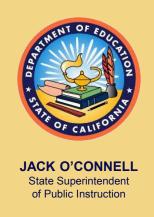- Engage in a systematic process of inquiry.

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Considering the Corrective Action Options

(See *Training Guide* pages 22-25)

Option 1: Replace the school staff who are relevant to the failure to make AYP

Option 2: Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff

Option 3: Significantly decrease management authority at the school level

Considering the Corrective Action Options, continued

Option 4: Appoint an outside expert to advise the school on its progress toward making AYP, based on its revised school plan
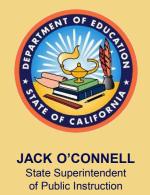
Option 5: Extend the school year or school day for the school

Option 6: Restructure the internal organizational structure of the school

A Recommended Protocol for Selecting the Most Appropriate Option(s)

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- Respond to the questions in the provided worksheets regarding your school's current PI situation.

- For each question, review the necessary data to adequately describe your school's current situation.
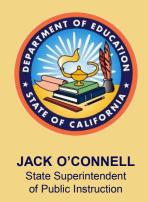
A Recommended Protocol, Continued

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- Data sources you may wish to consider are:

  ➢ results of the Academic Program Survey (APS) or a similar comprehensive needs assessment tool

  ➢ classroom observations

  ➢ discussions with teachers and students

  ➢ an analysis of the master schedule and professional development schedule

  ➢ student achievement data (e.g., curriculum-embedded assessments, STAR test results, API, and AYP)

  ➢ staff, community, and parent input from various sources

- *Don't be afraid to go where the data take you!*

A Recommended Protocol, Continued

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- Work with the other members of your team and any outside experts as you respond to each question.

- Discuss your responses and come to consensus over whether or not an option would be a relevant choice for the school.

- As you select Corrective Action options and build them into the SPSA, engage the entire school community in this process:

  - ➢ Teachers

  - ➢ Parents

  - ➢ Students (when appropriate)

  - ➢ Community members, etc.

Worksheets for Considering Corrective Action Options

- Option 1: Replace the school staff who are relevant to the failure to make AYP (pp. 27-29).

- Option 2: Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff (pp. 30-34).

- Option 3: Significantly decrease management authority at the school level (pp. 35-37).

- Option 4: Appoint an outside expert to advise the school on its progress toward making AYP, based on its revised school plan (pp. 38-39).

- Option 5: Extend the school year or school day for the school (pp. 40-41).

- Option 6: Restructure the internal organizational structure of the school (pp. 42-43).

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From Selection to Implementation

- How does the SPSA need to be revised to incorporate Corrective Actions?

- What personnel and resources will be needed to implement the Corrective Actions?

- How will responsibilities be assigned and scheduled on a time line?

- How will the LEA support the school? Will the LEA Plan need to be revised, and what capacity issues need to be addressed?

- Models of success: Have other LEAs and schools in the area successfully implemented these Corrective Actions and raised student achievement?